



What Works to Reduce Future Juvenile Offending

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What Does “What Works” Mean?

- Not a specific program but a body of knowledge
- Evidence based practices through empirical research
 - Highest form
- Evidence that programs/interventions are meeting stated goals
 - Reducing risk of recidivism

What Does The Evidence Say?

- No longer looking at one study but multiple studies
- Punishment alone does not work to reduce recidivism
- Must provide treatment interventions to reduce the risk of recidivism
- Not all treatment programs are equally effective

Criminal Sanctions vs Treatment for Youthful Offenders

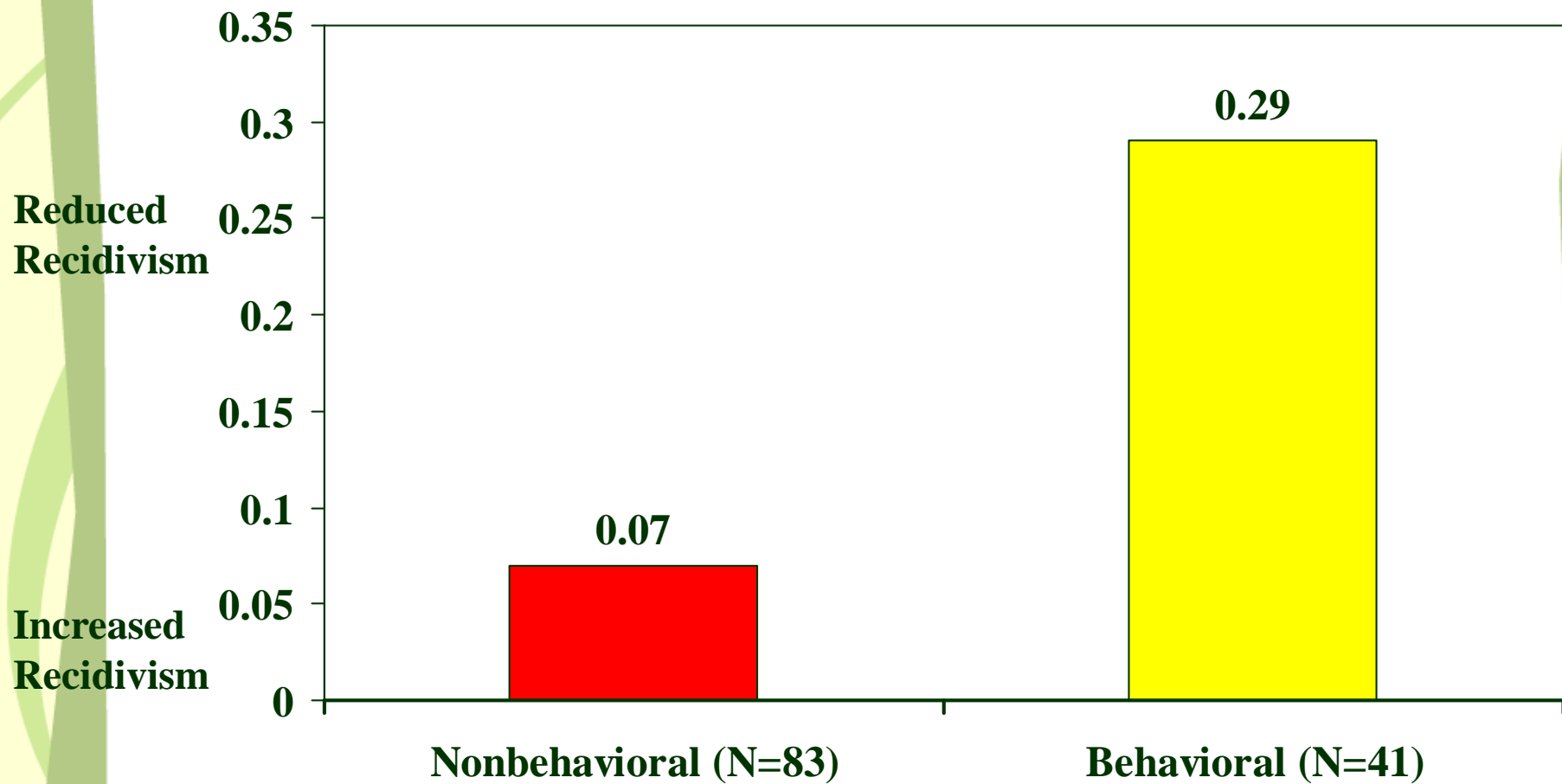


Number of studies=54

Number of studies=175

Source: Dowden and Andrews (1999), What Works in Young Offender Treatment: A Meta Analysis. Forum on Correctional Research.

Behavioral vs. NonBehavioral



Andrews, D.A. 1994. An Overview of Treatment Effectiveness. Research and Clinical Principles, Department of Psychology, Carleton University. The N refers to the number of studies.

Characteristics of Effective Programs

- Risk principle (Who)
- Need principle (What)
- Responsivity principle
- Treatment principle (How)
- Fidelity principle (How well)

Risk Principle:

- Need to identify & target the factors related to delinquent behavior to change recidivism
- Need to match the services and level of supervision to the level of risk for the juvenile
 - Reserve intensive programming for high risk youth
 - Intensive programming for low risk may actually cause harm

Risk Factors

- Antisocial attitudes
- Antisocial peers
- Antisocial personality/temperament
- History of antisocial behavior
- Familial criminality & psychological problems in family origin
- Low levels of education & employment
- Lack of prosocial leisure
- Substance abuse

Antisocial/Procriminal Attitudes, Values, Beliefs

- Procriminal attitudes are the content of the thinking and not the thinking skills
- Examples include:
 - Negative expressions about the law
 - Negative expressions about conventional institutions, values, rules, procedures, etc
 - Negative expression toward ability to achieve through conventional means
 - Lack of empathy

Antisocial/Procriminal Attitudes, Values, Beliefs

- Neutralizations and minimizations are expressions that say it is “ok” to commit antisocial acts
 - Denial of Responsibility: Criminal acts are due to factors beyond the control of the individual, thus, the individual is guilt free to act.
 - Denial of Injury: Admits responsibility for the act, but minimizes the extent of harm or denies any harm
 - Denial of the Victim: Reverses the role of offender & victim & blames the victim
 - “System Bashing”: Those who disapprove of the offender’s acts are defined as immoral, hypocritical, or criminal themselves.
 - Appeal to Higher Loyalties: “Live by a different code” – the demands of larger society are sacrificed for the demands of more immediate loyalties.

Association with Antisocial Peers/ Lack of Association with Prosocial Peers

- Association with antisocial peers = learning of delinquent behaviors and attitudes that support behavior
- Lack of positive peers = lack of learning of prosocial attitudes and values

Antisocial Temperament and Personality

- Weak Socialization
- Impulsivity
- Adventurous
- Pleasure seeking
- Restless Aggressive
- Egocentrism
- Below Average Verbal intelligence
- A Taste For Risk
- Weak Problem-Solving/lack of Coping & Self-Regulation Skills

History of Antisocial Behavior

- Characteristics include:
 - Evident from a young age
 - By age 12, up to 40% of later serious offenders have committed their first criminal act
 - By age 14, up to 85% have committed their first criminal act
 - Variety of setting
 - Home, school, neighborhood
 - Increasing frequency and variety of different acts
 - Multiple delinquent acts

Family Factors

- Family criminality
- Psychological problems in the family origin
 - Low levels of affection, caring and cohesiveness
 - Poor parental supervision and discipline practices (absence or abuse)
 - Neglect and abuse

Education and Employment

- Low levels of educational attainment may set stage for cumulative disadvantage
- Lack of employment opportunities results in lower financial achievement
- Turn to other “delinquent/criminal” opportunities for attainment

Leisure Opportunities

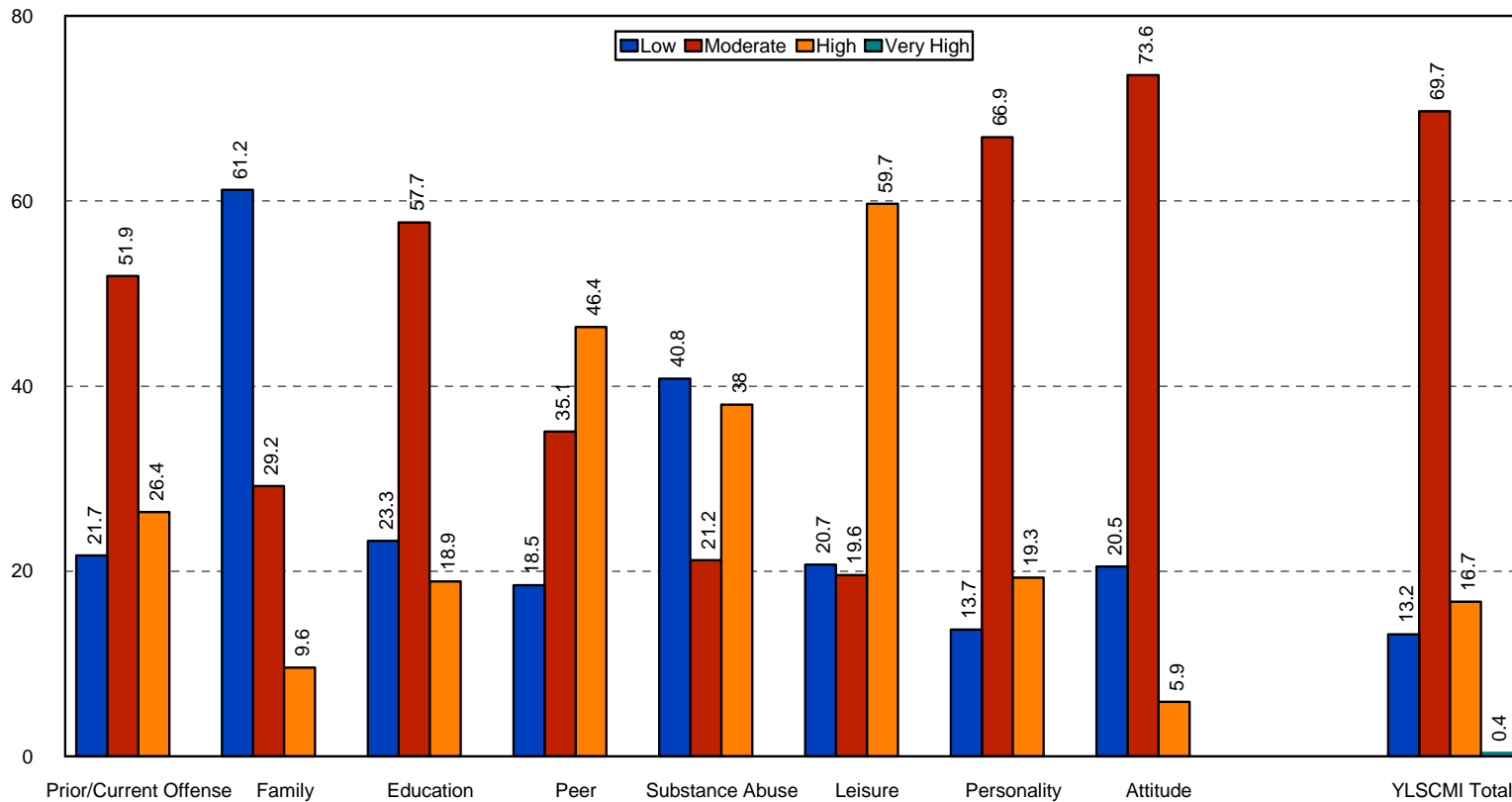
- Low levels of involvement in prosocial leisure activities
- “Idle hands”
- More time for engagement in antisocial activities
- Lack of interaction with prosocial others

Substance Abuse

- Abuse of drugs and/or alcohol
 - It is illegal
 - Lowers inhibitions
 - Puts youth in contact with delinquent others

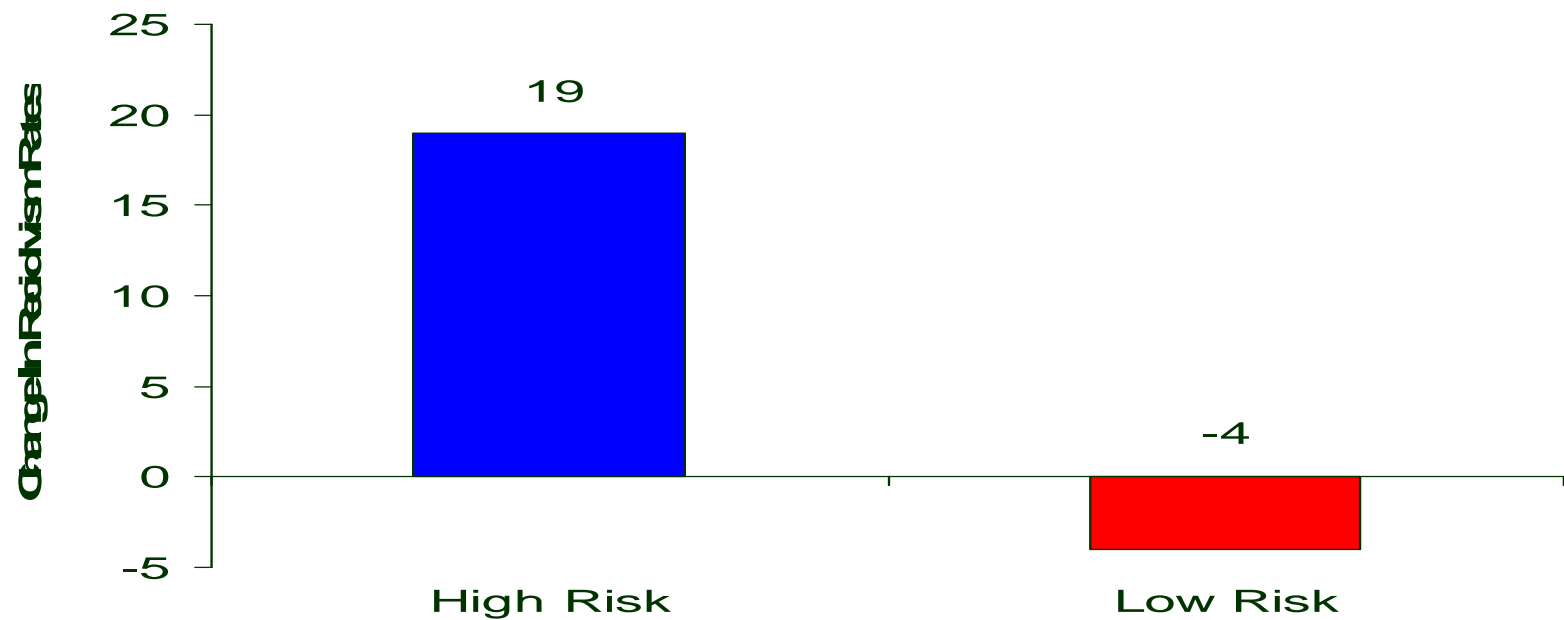
Percentage of Youth Within Each YLSCMI Category

Case Management Youth



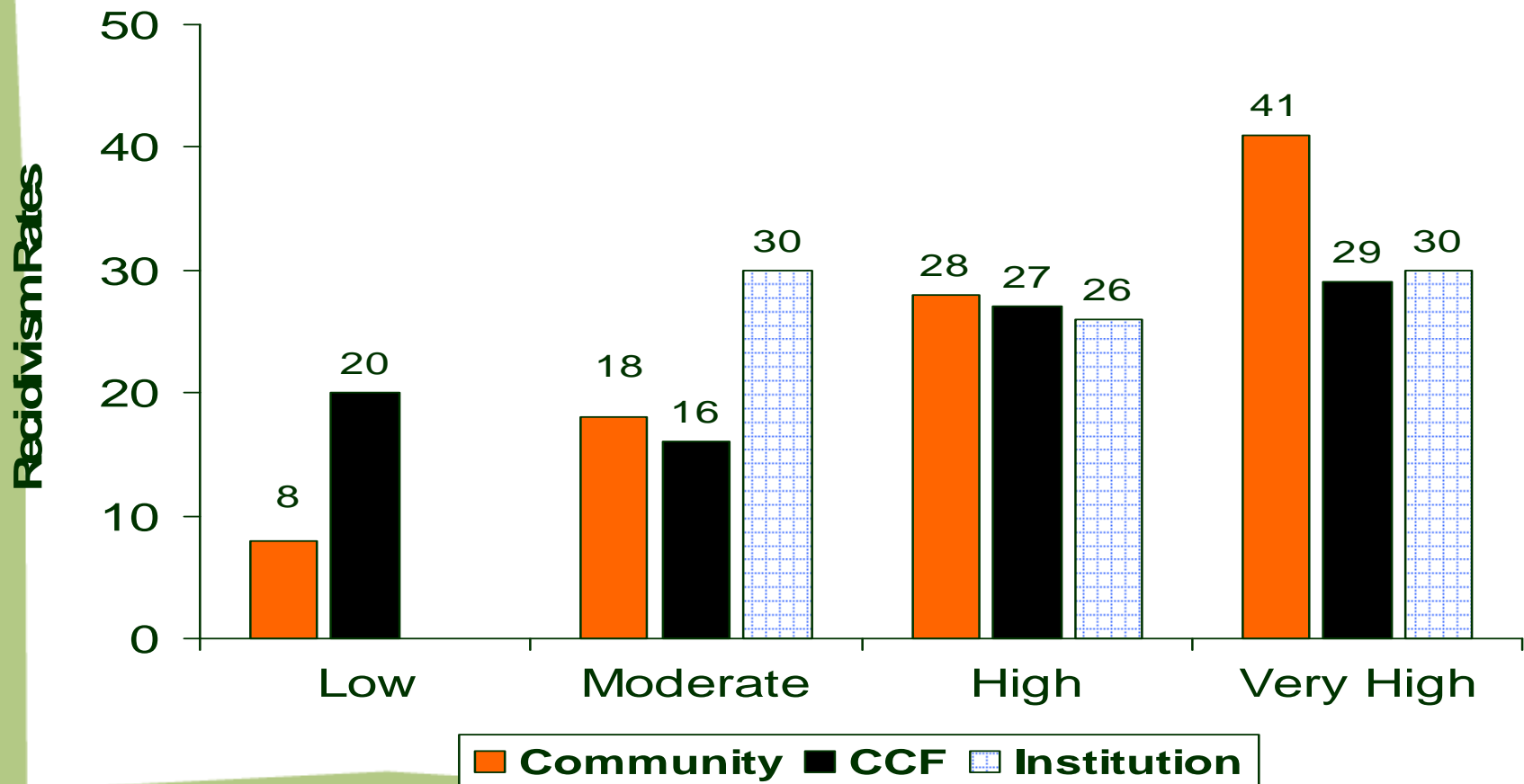
*750 Youth

The Risk Principle & Correctional Intervention Results from Meta Analysis



Dowden & Andrews, 1999

Risk Level by New Conviction: Results from 2005 Ohio Study of over 14,000 Youth



What Does the Risk Principle Look Like in Action?

- High risk juveniles should receive more intensive services for a longer period of time
 - Intensity = more groups, services, supervision more often
- Low risk juveniles have fewer problems
 - They do not require intensive interventions/supervision

Incorporating the Risk Principle

- Residential placements
 - High risk juveniles should be separated from low risk juveniles
 - Living situations
 - Groups
 - High risk juveniles should receive more groups for a longer period of time
 - High risk juveniles should have more supervision

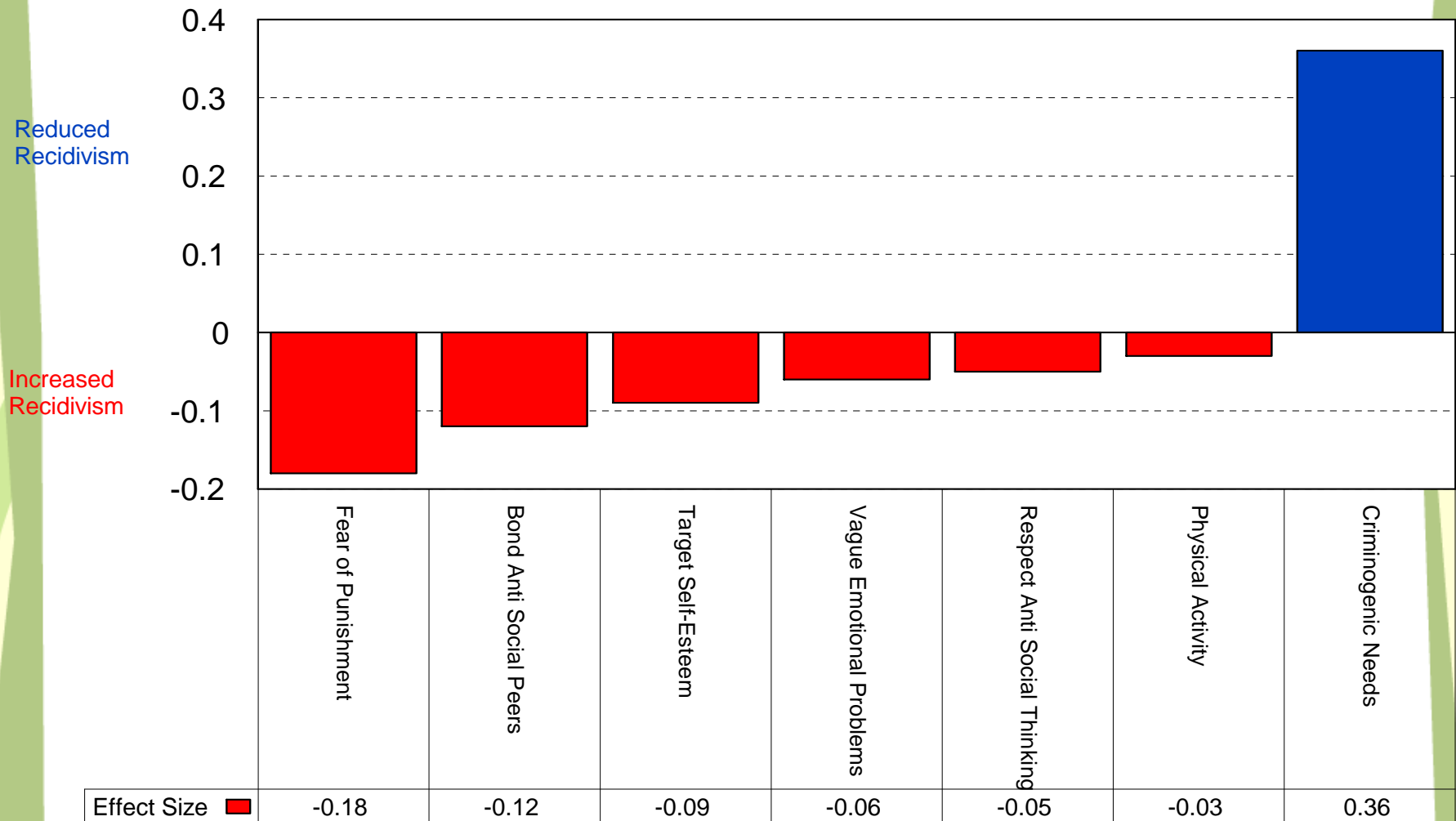
What Happens When the Risk Principle is Violated?

- Low risk juveniles & intensive programs
 - At best no change BUT waste bed space/resources/money
 - At worst, increase chance of re-offending
- High risk juveniles & non-intensive programs
 - Significantly more likely to recidivate

Need Principle: Target the Factors Related to Delinquency

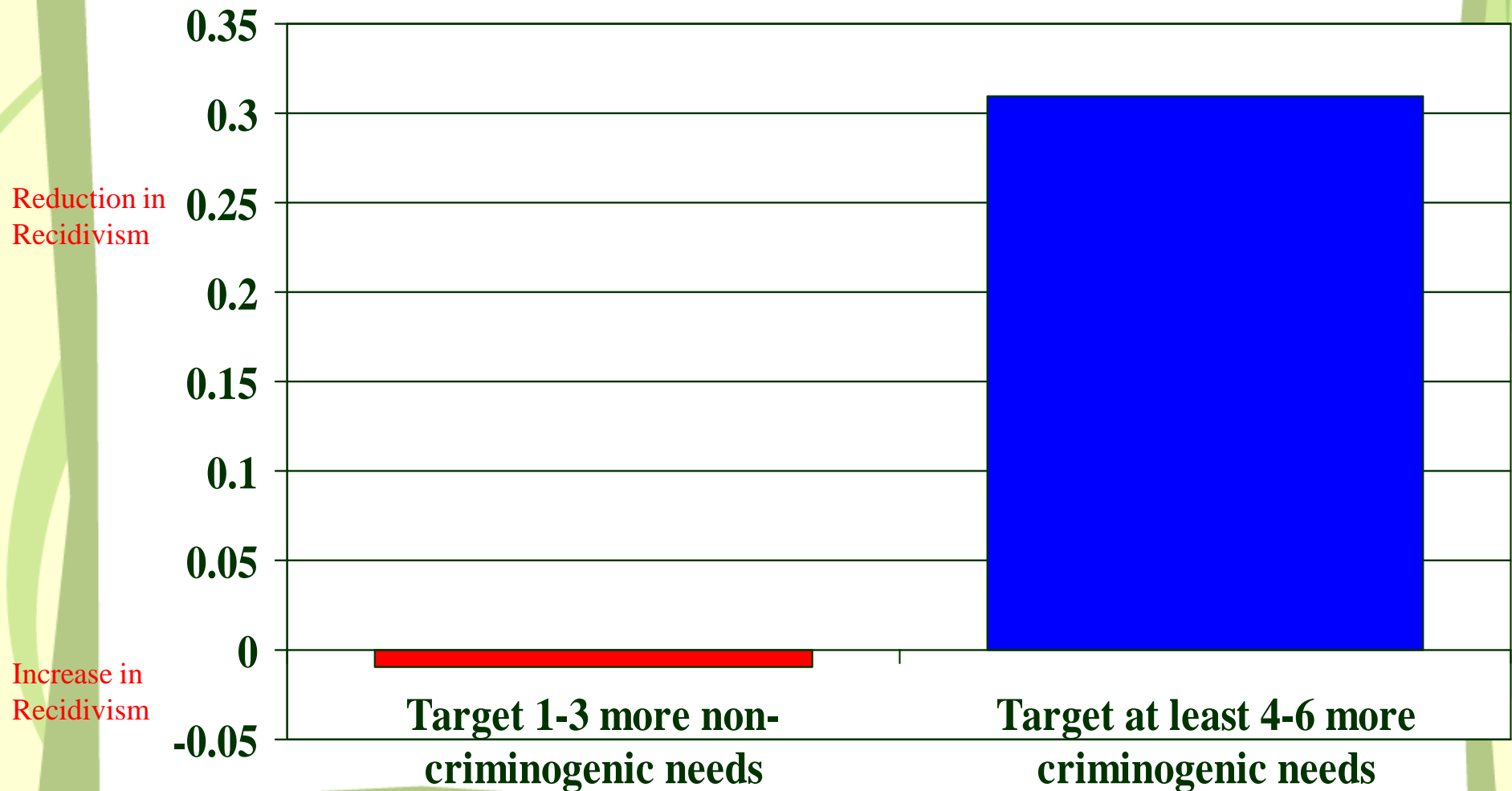
- Criminogenic needs
 - Attitudes
 - Peers
 - Substance abuse
 - Lack of empathy
 - Low self control
 - Impulsivity
 - Familial issues
 - Low educational achievement
 - Anger
 - Egocentric
- Non-criminogenic need
 - Medical issues
 - Low self esteem
 - Anxiety
 - Depression
 - Art skills
 - Physical ability

Needs Targeted & Correlation with Effect Size for Youthful Offenders



Source: Dowden and Andrews, (1999). What Works in Young Offender Treatment: A Meta Analysis. Forum on Correctional Research. Correctional Services of Canada

Targeting Criminogenic Need: Results from Meta-Analyses



Source: Gendreau, P., French, S.A., and A.Taylor (2002). What Works (What Doesn't Work) Revised 2002. Invited Submission to the International Community Corrections Association Monograph Series Project

Incorporating the Need Principle

- Residential
 - Put juveniles into programs that target the criminogenic needs using effective techniques
 - Thinking/cognitions
 - Substance abuse/sex offender treatment
 - Education/employment
 - Family relationships and skills

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
History of Antisocial Behavior	Early & continued involvement in a number antisocial acts	Build noncriminal alternative behaviors in risky situations
Antisocial personality	Adventurous, pleasure seeking, weak self control, restlessly aggressive	Build problem-solving, self-management, anger mgt & coping skills
Antisocial cognition	Attitudes, values, beliefs & rationalizations supportive of crime, cognitive emotional states of anger, resentment, & defiance	Reduce antisocial cognition, recognize risky thinking & feelings, build up alternative less risky thinking & feelings Adopt a reform and/or anticriminal identity
Antisocial associates	Close association with criminals & relative isolation from prosocial people	Reduce association w/ criminals, enhance association w/ prosocial people

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
Family and/or marital	Two key elements are nurturance and/or caring better monitoring and/or supervision	Reduce conflict, build positive relationships, communication, enhance monitoring & supervision
School and/or work	Low levels of performance & satisfaction	Enhance performance, rewards, & satisfaction
Leisure and/or recreation	Low levels of involvement & satisfaction in anti-criminal leisure activities	Enhancement involvement & satisfaction in prosocial activities
Substance Abuse	Abuse of alcohol and/or drugs	Reduce SA, reduce the personal & interpersonal supports for SA behavior, enhance alternatives to SA

Responsivity Principle:

- Refers to the learning/interaction styles of the juveniles which can affect their engagement/successfulness in programming
- Identify responsivity characteristics and then match the juvenile to various staff and groups to assist in removing the barriers

Responsivity Factors

- General – programs that are based on cognitive-behavioral/social learning theories are generally responsive to offenders
- Specific – offenders learn differently and have certain barriers that should be removed before programming or addressed during programming

Responsivity Factors

- External responsivity factors
 - Program characteristics
 - Facilitator characteristics
 - Program setting
- Internal responsivity factors
 - Motivation
 - Mental health – anxiety, depression
 - Psychopathy
 - Maturity
 - Transportation
 - Cognitive deficiencies
 - Demographics

Incorporating the Responsivity Principle

- Assist in removing barriers
 - Match the juveniles to staff and groups
 - Low motivation = pretreatment
 - Low functioning = higher structure
 - Anxiety = lower stressful confrontation
 - Sensation seeking = exciting activities
 - Abuse = non-threatening environment

The Treatment Principle:

- Supervision alone will not be sufficient to change behaviors for certain types of juveniles
- Programs & services should be behavioral in nature
 - Focus on current factors that influence behavior
 - Action-oriented
 - Behavior is reinforced

Most Effective Behavioral Models

- Family based approaches that train family on appropriate techniques
 - MST
 - FFT
- Structured social learning where new skills and behavioral are modeled
 - Process through which individuals acquire attitudes, behaviors, knowledge from people around them
 - Modeling
 - Instrumental conditioning
- Cognitive behavioral approaches that target criminogenic risk factors
 - Cognitive theory, problem solving, token economies, contingency management

The Four Principles of Cognitive Intervention

- Thinking affects behavior
- Antisocial, distorted, unproductive irrational thinking causes antisocial and unproductive behavior
- Thinking can be influenced
- We can change how we feel and behave by changing what we think

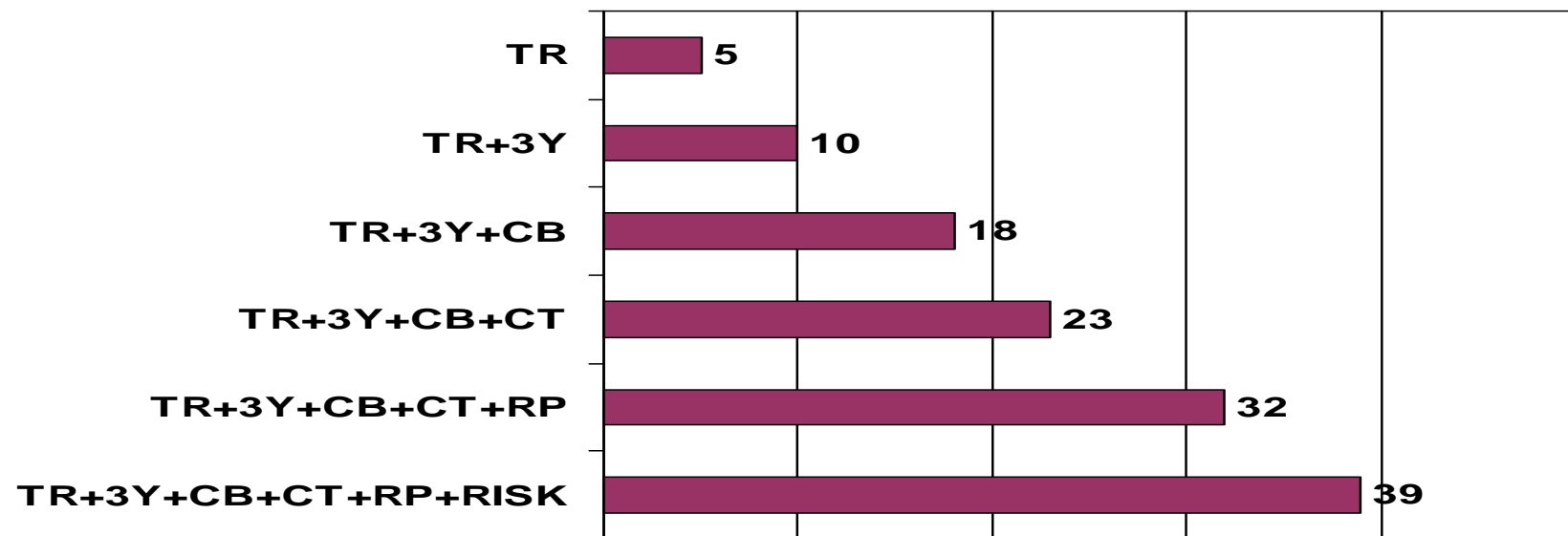
Why is Cognitive Behavioral Treatment Effective?

- Based on scientific evidence
 - Cognitive/behavioral theories
- Based on active learning
 - Practicing skills
- Focus on present
- Based on learning
 - Antisocial behavior is learned
- Target major criminogenic needs
 - Current dynamic risk factors
- Provides structure to groups and programs
 - Not client centered

Effectiveness of Cognitive Behavioral Interventions

- Recent review included 58 studies
- Found that on average CBT reduced recidivism by 25% but the most effective programs found more than 50% reductions
 - Multiple sessions a week
 - Implementation monitored
 - Staff trained on CBT
 - Higher proportion of treatment completers
 - Higher risk offenders
 - Higher if CBT is combined with other services

Percent Reduction in Recidivism by Program Characteristics



TR = Acceptable termination rate
3Y = In operation 3 or more years
CB = Cognitive Behavioral Program

CT = Criminogenic Targets
RP = Role Playing almost every session
RISK = Program varies intensity by RISK.

What Doesn't Work With Offenders

- Talking cures
- Non-directive client-centered counseling
- Freudian approaches
- Increasing cohesiveness of delinquent/criminal groups
- Targeting non-crime producing needs
- Fostering self-regard
- Self help programs
- Good relationship with offender is primary goal
- Medical model approaches
- Targeting low-risk offenders
- Punishing smarter
- Vague unstructured rehabilitation programs
- Shaming offenders
- Drug education programs

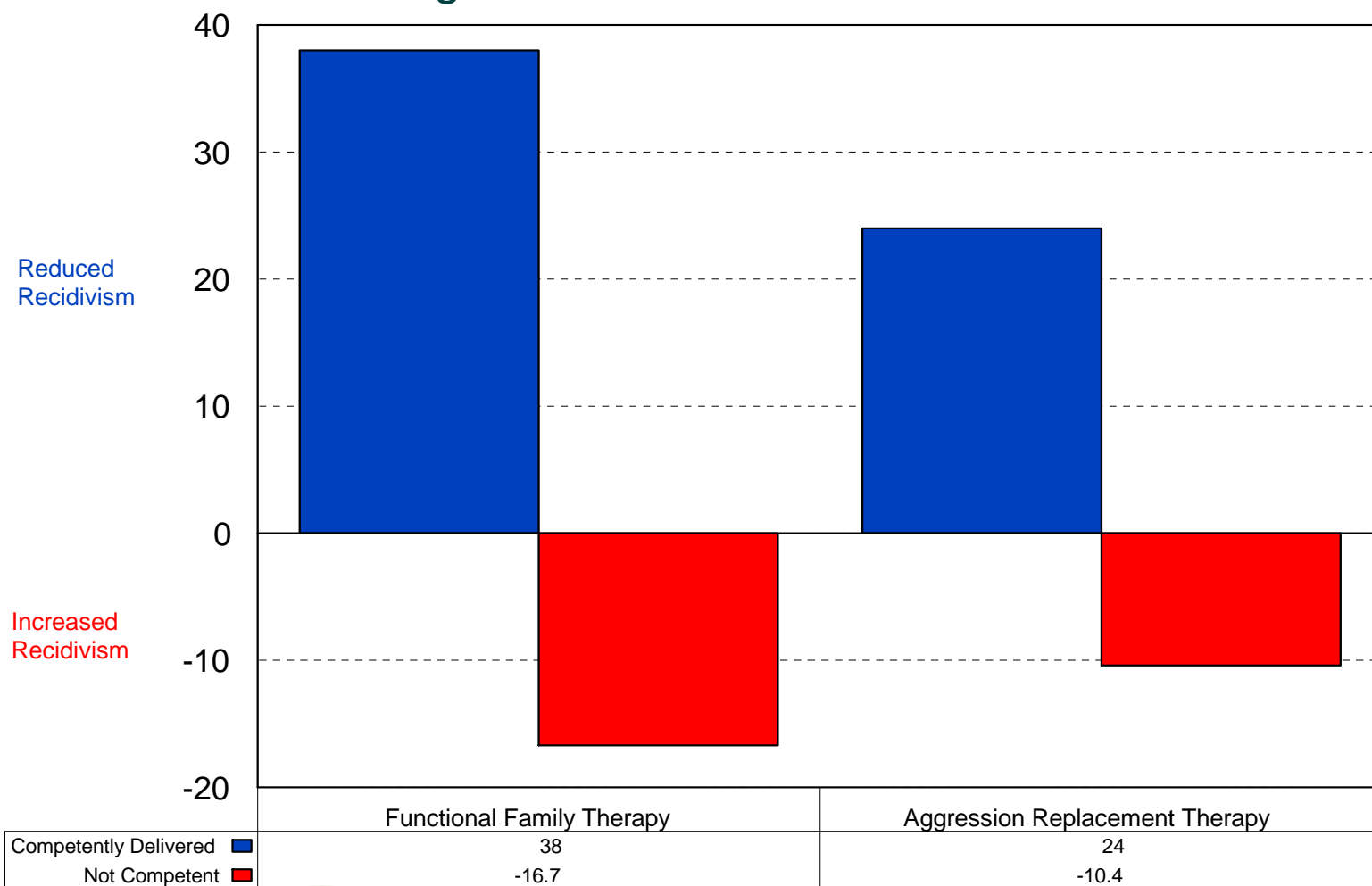
Program Fidelity

- Implementing the program and services as they were designed
 - Based on evidence
 - Pilot period
 - Supported
 - Leadership
- Ensuring quality control over the program and services

Effective Programs Evaluate What They Do:

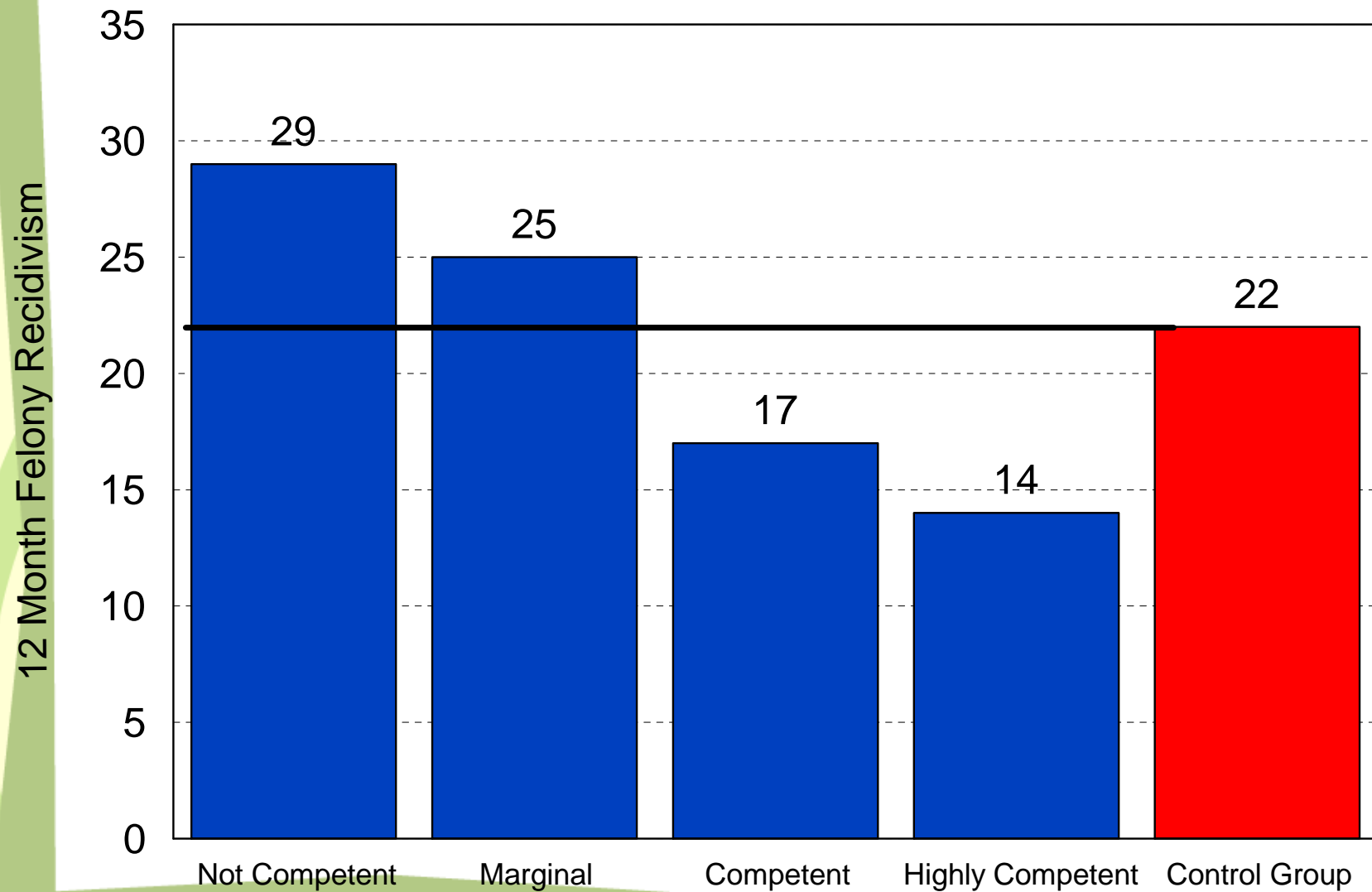
- Quality assurance processes (both internal and external)
 - Assess staff
 - Get feedback from participants
- Assess offenders in meeting target behaviors
- Track offender recidivism
- Have an evaluator working with the program

Effects of Quality Programs Delivery for Evidenced Based Programs for Youth Offenders



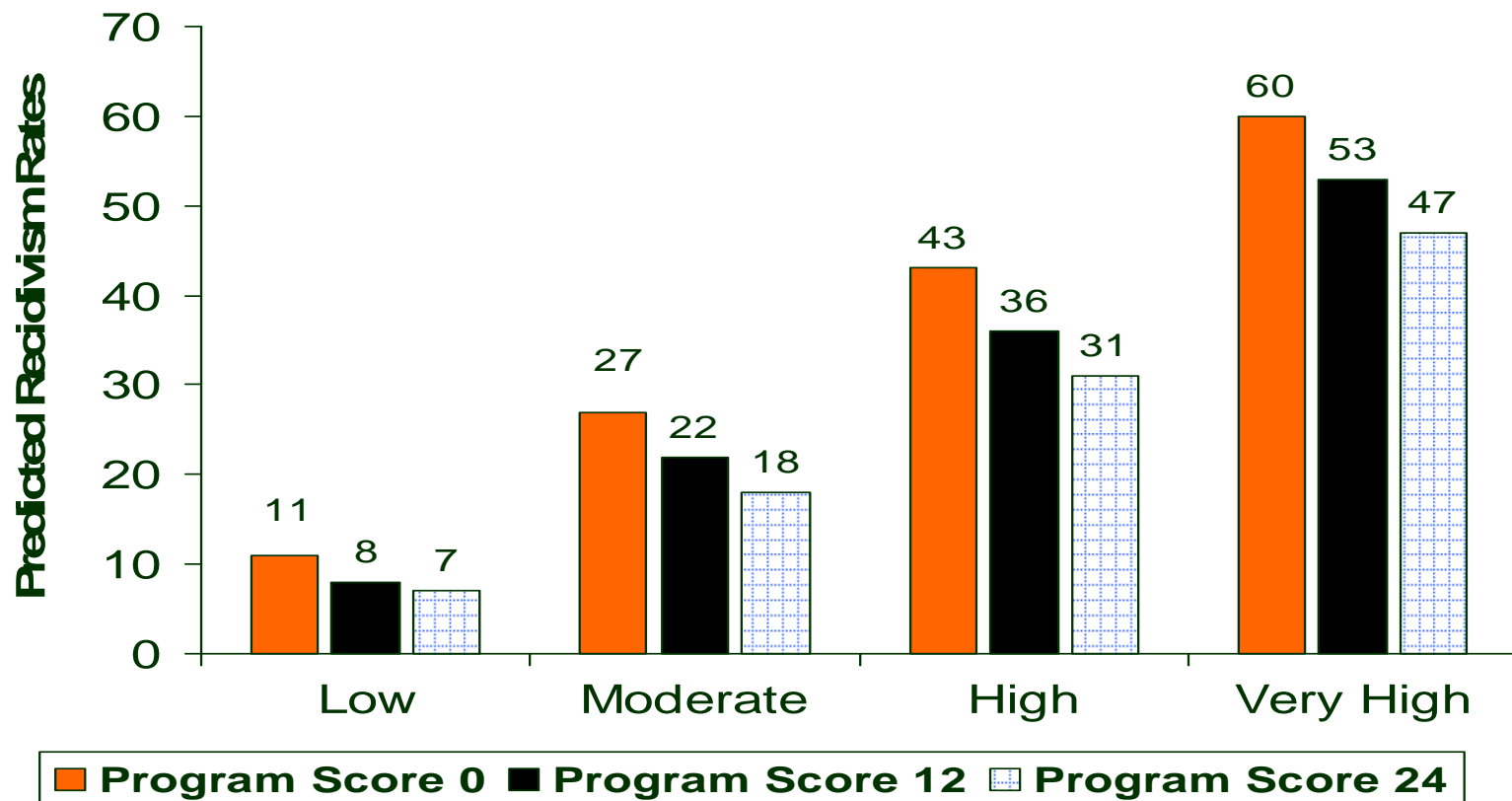
Source: Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders. January 2004. Washington State Institute for Public Policy.

Therapist Competency Ratings and Recidivism



Source: Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders. January 2004. Washington State Institute for Public Policy.

Impact of Program Factors Predicting Felony Adjudication for Juvenile Programs



Lessons Learned from the Research

- Assessment is the engine that drives correctional programs
 - Pay attention to risk – who you put in the program
 - Pay attention to need – what you target for the youth
- How you target the needs is important
 - Use evidence-based behavioral approaches
- Don't forget about program integrity

